

**TUTSHILL CHURCH OF ENGLAND SCHOOL**

**Physical Education Policy**

*Love One Another, Know Ourselves, Believe and Grow'*

Written: October 2022

Review: October 2024

Signed Headteacher.....

*Our Christian Vision is rooted in 1John 4:7  
'Dear Friends, let us love one another, for love comes from God'*

*Signed Committee chair.....*

## **Introduction**

Our Curriculum focuses on ensuring that all our children have the best chance to achieve our Christian Vision: Love One Another, Know Ourselves, Believe and Grow.

Our School Vision is rooted in 1John 4:7 *'let us love one another, for love comes from God'*.

Tutshill C of E Primary School is an inclusive school where all people are valued and nurtured to flourish and become the best version of themselves and responsible members of God's family.

## **Curriculum Drivers**

Throughout each subject that we teach we want to ensure that children leave Tutshill School ready for the next chapter of their lives. Therefore, we want our children to:

- understand and use our school values
- be resilient and curious learners
- be globally aware
- be able to play a role in wider society

## **Subject intent**

- At Tutshill C. of E. Primary School, we value Physical Education as an important part of the children's entitlement to a broad and balanced curriculum. Physical Education is experienced in a safe and supportive environment, which is essential to ensure that children attain optimum physical and emotional development and good health. We aim to deliver high-quality teaching and learning opportunities that inspire all children to succeed in Physical Education whilst also developing life skills.
- We use our core Christian values to teach children how to cooperate and collaborate with others as part of an effective team, understanding the fairness and equality of play to embed life-long values. We also teach children the importance of respecting and valuing the work and ideas of others. Children are encouraged to use their learning behaviours to take responsibility for creatively and innovatively applying their physical skills and techniques, whilst showing resilience and perseverance to overcome personal challenges and to improve their personal best.
- The ABCDE teaching model develops metacognition and is used within sequences of lessons. Teachers activate new learning whilst recapping skills previously taught and then teaching specific skills and knowledge for the next lesson. Children are given opportunities to demonstrate their skills by being given time to explore and experiment whilst learning new techniques. They are also encouraged to co-operate with one another in order to develop their understanding and learning of the skills taught. Children are actively encouraged to demonstrate their reflection and evaluative skills, by considering their own work alongside the work of others. Within each lesson, we strive to give every child the opportunity to develop skills in Physical Education, consider the impact on their health and fitness and to compete/perform and evaluate. We want to teach children skills to keep them safe such as being able to swim. To enhance this further, children are provided with a wide range of opportunities to

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participate in outdoor adventurous activities such as orienteering, climbing, abseiling and kayaking. Opportunities are also provided for children to learn about famous sports people who have helped shape the world, this shows the impact of sport on the wider environment and helps to inspire them to become the next generation of sports people.

- The Physical Education scheme of work aims to improve the wellbeing and fitness of all children at Tutshill C. of E. Primary School, not only through sporting skills taught but through the underpinning values and disciplines Physical Education promotes. The curriculum also aims to develop children's global awareness demonstrating that sport helps to shape our history and also contributes to an awareness of British Values, culture and creativity. Key worldwide sporting events are recognised and celebrated across the school and famous sports people from across the world are also learned about and celebrated.
- It is our intention to develop a lifelong love of physical activity and sport in all young people alongside developing essential skills which include leadership and teamwork which will prepare them for the ever-changing world around us.

### **Legal Framework**

This policy has due regard to statutory legislation and guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: Physical Education programmes of study'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- Equalities Act 2010

### **Roles and Responsibilities**

#### **Governing Board**

- Link Governor will meet with the subject leader to be able to understand the programme of study.

#### **The headteacher is responsible for:**

- Holding the subject leader to account for pupils' attainment.
- Assisting the subject leader in reviewing and updating this policy annually.
- Supporting the subject leader in identifying CPD opportunities for themselves and classroom teachers.
- Promoting the needs of all pupils and ensuring they can access a well-rounded and inclusive curriculum.

#### **The subject leader is responsible for:**

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Attending training courses and undertaking CPD opportunities for themselves.
- Reviewing changes to the national curriculum and advising staff on new developments and assisting in their implementation.
- Working with classroom teachers to plan lessons and ensure continuity and progression from year group to year group.

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- Monitoring the learning and teaching, providing support for staff where necessary.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all resources.
- Liaising with teachers and holding them to account for the attainment achieved.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for development of geography in subsequent years.
- Identifying areas for improvement and ensuring these are included in a subject specific action plan and form part of the SDP.
- Liaising with subject leaders from local Primary and Secondary Schools.

**The classroom teacher is responsible for:**

- Working with the subject leader to ensure the high-quality delivery of the curriculum and continuity between year groups.
- Acting in accordance with Tutshill C of E School policies.
- Ensuring progression of pupils' skills with due regard to the national curriculum.
- Planning engaging and interesting lessons, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Monitoring the progress of pupils in their class and reporting this on an annual basis.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject and improve practice.
- Reporting on pupils' progress at parents' evenings and in end of year reports.

**The Specialist Educational Needs and Disabilities Co-ordinator (SENDCO) is responsible for:**

- Liaising with the subject leader in order to implement and develop the subject throughout the school.
- Organising and providing training for staff for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of objectives in pupils' individual education plans.

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- Advising staff on the use of teaching assistants in order to meet pupils' needs.

## **The Curriculum**

### **Early Years Foundation Stage**

Physical Development: Gross motor skills and Fine motor skills.

### **National Curriculum**

Key Stage One: Pupils are taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- participate in team games, developing simple tactics for attacking and defending.
- perform dances using simple movement patterns.

Key Stage Two: Pupils are taught to:

- use running, jumping, throwing and catching in isolation and in combination.
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
- perform dances using a range of movement patterns.
- take part in outdoor and adventurous activity challenges both individually and within a team.
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety:

At Tutshill C. of E. Primary School, we provide swimming instruction in both Key Stages One and Two. By the end of Year Six, pupils are be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- perform safe self-rescue in different water-based situations.

### **Subject Implementation**

- Physical Education at Tutshill C. of E. Primary School provides challenging and enjoyable learning through a range of sporting activities including: invasion games; net and wall games; striking and fielding games; gymnastics; dance; swimming and outdoor and adventure.
- Pupils participate in at least two hours of high-quality Physical Education lessons each week, these cover at least two sporting disciplines every half term. In addition, children are encouraged to participate in the varied range of extra-curricular activities. Lunch time sports clubs are available and children can attend after school sport clubs as well.
- The scheme of work sets out the Physical Education units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met.

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The Physical Education scheme has been designed as a sequential and spiral curriculum with the following key principles in mind:

- Cyclical: Pupils return to the same skills at least twice during their time in primary school.
- Increasing depth: Each time a skill is revisited it is covered with greater complexity.
- Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

The scheme of work and sequential lessons offer clear skills progression with units of work being taught progressively through the school. The lessons planned cover all elements of Physical Education.

A broad and balanced curriculum covers all National Curriculum and Early Years Foundation Stage aims in the each of the units taught. Each unit enables children to build skills and knowledge whilst working towards exciting outcomes. Opportunities for differentiation are also provided to enable all children to access the curriculum being taught.

Children apply skills and knowledge throughout the whole process of learning and participating in Physical Education lessons. They also practise techniques learned to develop and evaluate their work and the work of others whilst working towards an outcome.

- Children in the Early Years Foundation Stage are assessed within Physical Development and their progress is tracked throughout the year. In Key Stages One and Two, children are assessed during their lessons using the key objectives identified for each unit of work, these ongoing assessments take place throughout the year. Foundation subject assessments are completed three times a year with teachers identifying those children working below, at and beyond expectations. Areas of strength and areas that pose challenge for individuals are highlighted. Teachers use this information to inform future lessons and to support children's progress in learning: ensuring children are supported and challenged appropriately. This data is analysed on a termly basis to inform and address any trends or gaps in attainment. Age-related expectation levels are reported to parents at the end of the academic year.
- Children are invited to attend competitive sporting events within the local area. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children.
- Children participate in workshops/theme days covering a variety of sports throughout the year. For example: archery; outdoor and adventure activities; yoga workshops and skipping. This in turn provides the children with an opportunity to develop and improve their fitness whilst also trying something new.
- Children in Year Two and Year Five swim once a week for 10 weeks during the Spring Term. Year Four will also be swimming during the academic year 2022-2023 to catch up on lessons missed due to the pandemic.
- We have launched the "Daily Mile" and "Activ8" and children are also encouraged to participate in quick physical activities whilst in the classroom to help meet the government target of all children being active for at least 60 minutes a day.

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- Links have been made with local sports clubs who have provided taster sessions, workshops and after-school clubs for the children to attend.
- Key worldwide sporting events are recognised and celebrated across the school and famous sports people from across the world are also learned about and celebrated.

### **Assessment and reporting**

Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key assessment criteria.

- Assessment in Physical Education is based upon knowledge and understanding, rather than achievement in English or maths.
- Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and informs their immediate lesson planning.
- In terms of summative assessments, the results of end of year assessments will be passed to relevant members of staff, such as the pupil's future teacher.
- Parents will be provided with a written report about their child's progress during the summer term every year.
- Verbal reports can be provided at parental consultations during the Autumn and Spring terms.
- Pupils with special educational needs and disabilities (SEND) will be monitored by the special educational needs coordinator.

#### Assessment will take place through the following ways

- Summative End of Unit Assessment will be undertaken termly.
- Pupil's understanding will be assessed through focussed questioning and Assessment for Learning strategies.
- Progress will be reported to parents annually.

### **Health and Safety**

All staff will act in accordance with the schools Health and Safety policy.

Staff immediately will report any concerns to the Office Manager and Executive Headteacher, Deputy Headteacher in Heads absence.

Risk assessments are completed for all sporting events that take place out of school.

Risk Assessments are in place for the teaching of Physical Education within school.

Specific risk assessments are carried out for activities such as Outdoor Adventurous Activities and swimming.

External providers also carry out specific risk assessments.

### **Equality statement**

- All pupils will have access to the Physical Education curriculum.

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- Gender, learning ability, physical ability, ethnicity, linguistic ability, cultural circumstances and/or any other factors, will not impede pupils from accessing all Physical Education lessons.
- Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.
- We aim to provide more academically able pupils with the opportunity to extend their physical ability through extension activities such as problem solving, mentoring and coaching activities.

### **Subject Impact**

- Children are motivated to participate in a variety of sports through quality teaching that is engaging and fun.
- Children are taught to take responsibility for their own health and fitness. Children are equipped with the necessary skills and knowledge to enable them to live healthy lives.
- Children have the knowledge skills and understanding to prepare them for the ever-changing world that they live in.
- Children are provided with opportunities to participate in a wide range of sporting events organised by both schools and other external agencies.

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